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**Bakalářská práce**

**CZECH, BRITISH AND FRENCH EDUCATIONAL  
SYSTEMS – COMPERATIVE STUDY WITH A  
COMMENTARY AND GLOSSARY ON  
EDUCATIONAL TERMINOLOGY**

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**Bakalářská práce**

**VZDĚLÁVACÍ SYSTÉMY ČR, ANGLIE, FRANCIE –  
KOMPARATIVNÍ STUDIE S KOMENTÁŘEM A  
GLOSÁŘEM ZAMĚŘENÝM NA ŠKOLSKOU  
TERMINOLOGII**

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Prohlašuji, že jsem práci zpracoval(a) samostatně a použil(a) jen  
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*Plzeň, duben 2013*

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## 1 INTRODUCTION

The theme of my bachelor thesis is Czech, British and French educational systems – comparative study with a commentary and glossary on educational terminology. As we live in a world where we can freely work and travel, it seems important to understand educational development of people with whom we might work one day. Education is one of the most important parts of people's life and it is imperative to an economical growth of a country. It is also important to know terminology of certain qualifications and certificates required on an international job market. Thesis will explain individual educational systems from pre-schools to complete secondary education and it will be focused on the organisation. From British educational systems, only English one was chosen as it is the one we come into contact the most. The thesis will find out if the choice of education is influence by some aspects. The glossary will contain the most important terms.

## 2 FEATURES OF EDUCATIONAL SYSTEMS

### 2.1 Features of British educational system

The education system in England used to be characterised by some traditional and specific features including decentralisation of educational policy, a distinctive diversity of education system and its impermeability, freedom of creation of curriculum and heterogeneity of content of education, a high difference in quality of schools. An important principle used to be selection that reflected individual abilities. It was in 80's of 20<sup>th</sup> century that a centralisation tendency and an effort to create an internally unified education system culminated. The reform from 1988 introduced the National Curriculum and its objective was to decrease the difference in quality of schools. [1]

The education in England is compulsory and free of charge. Compulsory education was introduced in 1880 and free education in 1890. [2]

Because of a long absence of centrally organised state education, the responsibility of development of education was assumed by non-governmental subjects, mainly Churches. The education system developing in 1870 became dual where private/public schools coexisted with state schools. Public schools do not have to follow the National Curriculum and they are preferred among many parents because of a high quality of education so the number of attending pupils increases despite of high fees. However, Assisted Place Scheme was introduced to enable poorer students to be admitted there. [3]

As school were for a long time under the responsibility of Churches, another duality was created as religious schools coexist with secular schools. Approximately 30% of schools have a religious character. [4]

### 2.2 Features of Czech educational system

One of the principles of Czech educational system is compulsory attendance that was introduced in 1805 by the king Francis I. Educational

system is open and transferable which means that everyone is granted an access to the education. The government must remove any obstacles that could limit the access. The education offers equal rights to all students so any type of discrimination is prohibited. There also exists freedom of education as both private and state schools exist together. [5]

### 2.3 Features of French educational system

The French education system was based on principles inspired by the Revolution in 1789. The Constitution of the 4th October 1958 entitled *"The organisation of free secular compulsory public education at all levels is a state obligation."* [6] There are five main principles: Freedom of teaching, Free education, Neutrality, Secularism and Compulsory education. [7]

Freedom of teaching enables a legal coexistence of public and private educational institutions. Free education is provided at all levels of public education. Free education at primary level was firstly introduced by in 1881 and to a secondary level was included in 1933. Neutrality means that teachers and students are philosophically and politically neutral. Secularism ensures that schools do not influence religious beliefs of students. To be able to meet it, the religious education is absent from the curriculum. Pupils can study religion in nonschool institutions on Wednesday. Compulsory education was introduced in 1882 by Jules Ferry. [8]

## 3 PRE SCHOOL EDUCATION

### 3.1 Pre-school education in England

Pre-school education is offered to children from 3 to 5 years also known as Foundation Stage which is fully funded by local governments but is not compulsory. Pre-school education is provided by primary schools, nursery schools, voluntary and private settings that follow Early Learning Goals, set by the Early Years Foundation Stage for education



produced by the Department for Children, Schools and Families. Early Learning Goals cover six main areas of education: Personal, social and emotional development, Language, literacy and communication, Mathematical development, Knowledge and understanding of the world, Physical development and Creative development. The second year of pre-schools is called Reception or reception class which is a part of a primary school and sometimes is referred to as an infant school, respectively first school. [9]

Within a separate framework Birth to Three Matters, nursery schools also admit children younger than 3 years where the emphasis is put upon the importance of family to well-being of a child. [10]

### 3.2 Pre-school education in the Czech Republic

Pre-school education in the Czech Republic is non compulsory and is provided by kindergartens that are part of the educational system, under the responsibility of the Ministry of Education, Youth, and Sport so they are provided mostly by public services. They accept children between 3 and 6 years however a child in the final year before compulsory schooling takes precedence. If a capacity of a kindergarten is full, it is a duty of local authorities to place the child in a different kindergarten. The fee is free for children in their last year of a kindergarten and for the rest the fee is capped at 50% of costs. Kindergartens education follows the basic values, aims and goals defined in Framework Programme for Pre-school Education that was first introduced in 2001 and amended in 2004, however they can create and realize their own education programme in compliance with common rules. Kindergartens are divided into classes that can include children from different age groups. [11]

Due to the policy of long maternity leave, the availability of crèches or nursery schools is limited. The demand has been lowered in recent years, in 2004 only 48 crèches were in existence. [12]

### 3.3 Pre-school education in France

Pre-school education in France is not compulsory and is free of charge. Nursery schools admit children from 3 to 6 years. School is divided into sections according to the child's age: Petite section for 3-4 years old children, Moyenne section for 4-5 years old children and Grande section for 5-6 years old children. Nursery schools focus in learning on both oral and written language, development of becoming a student, including working with and interacting with others; body language and body coordination, discovering the world, emotional and creativity development, however, these objectives are not set in any national curriculum. [13]

Nursery schools might admit children from the age two however its application is thoroughly evaluated and the child has to be toilet trained to be accepted. A percentage of accepted students under the age of 3 is about 35 %. [14]

### 3.4 Comparison of preschool education

Pre-school education is considered beneficial to children in all three countries however it is not compulsory there. Pre-school education is provided by different services that are usually public. The organization of pre-schools differs in the analyzed countries. English and French pre-schools are divided according to age, however Czech classes includes all accepted ages. Duration of child stay in pre-school is dependent on the compulsory school age which is the lowest in England. Pre-school services take care for children during specified operating hours, English child is entitled to 15 hours per week, Czech kindergartens usually take care of children for 8 hours per day, the duration varies according to individual services, however, the access to children in care of mother on the paid maternity leave is limited to 5 days per month. French nursery schools do not operate on Wednesdays and Saturdays, otherwise they are opened for 8 hours a day. In France public pre-schools are free of charge, in England, only 15 hours a week are not charged and a longer

duration must be paid, and in the Czech Republic, only a child in the final before compulsory schooling has a non charged access. Enrolment of child to pre-school services might differ in each country, in the Czech Republic and England, it is the director of a chosen facility who makes decisions about acceptance while in France the decision pertains to the local authority that can even choose which nursery school a child will attend. The child can be accepted only if she or he was regularly vaccinated.

According to OECD, the enrolment rate of children between 3-5 years in France achieves almost 100%, in the Czech Republic the rate is about 80%, however this rate does not count the children between 5-6 years attending the last year of preschool education and whose rate reaches 95%. [15]

Both English and Czech government introduced a set of documents that are a part of a national curriculum that pre-schools services obey. Nevertheless, they are free to integrate their own programmes. England introduced a new set of standards in 2012 called Early Years Foundation Stage that seeks to provide a good progress of a child, a development according to child's interests, an equal opportunity for all children. The Czech Framework Programme for Pre-school Education from 2001 focus on five spheres of education: biological, psychological, interpersonal, socio-cultural and environmental. [16]

## 4 ORGANISATION OF EDUCATION IN ENGLAND

### 4.1 Compulsory education in England

Compulsory education in England begins at the age of 5 and ends at 16, however, the compulsory age will be increased in September 2013 to the age 17 and in 2015 to age 18. The law does not require children to attend schools, however, they must be provided sufficient education. [17]

Compulsory education is consisted of primary education (ISCED 1) and secondary education (ISCED 2) which according to National Curriculum correspond to four key stages of education. [18]

#### 4.1.1 Primary education

Primary education provided by primary schools is divided by National Curriculum into two key stages – key stage 1 and key stage 2. Key stage 1 is formed of two school years attended by pupils of 5-7 years and Key stage 2 is formed of four school years for pupils of 7-11 years. [19]

National Curriculum that primary maintained schools must follow dictates taught subjects. National Curriculum divides subjects into two categories – core subjects and foundation subjects. Core subjects are English, Mathematics, Science and foundation subjects are Design and technology, Information and communication technology (ICT), History, Geography, Art and design, Music, Physical education (PE). Education Act 1996 states that schools must offer religious education, however if parents do not wish them to study it, they can withdraw their children, and schools should make their own policy on sex education. All the subjects are expected to be taught by one teacher. [20]

At the end of Key stage 1, pupils are tested by their teacher in English and Mathematics and results are used to inform teacher assessment and at the end of Key stage 2, pupils undertake National Curriculum Tests (SATs) in English reading, English grammar, punctuation and spelling and Mathematics. [21]

#### 4.1.2 Secondary education

The system of secondary education is officially comprehensive, nevertheless few schools prefer selective system so the admission there is conditioned by taking 11+ test. There is no standardized process to be admitted to comprehensive secondary schools. Research shows that 90% of pupils attend comprehensive secondary schools. Secondary education is as primary education divided into two Key stages – Key

stage 3 holding pupils from 11 to 14 years of age and Key stage 4 holding pupils from 14 to 16 years of age put in respective school years. [22]

Comprehensive secondary schools follow National Curriculum that dictates following subjects for Key stage 3: English, Mathematics, Science as core subjects and Design and technology, Information and communication technology (ICT), History, Geography, Modern foreign languages, Art and design, Music, Physical education (PE), Citizenship as foundation subjects, and for Key stage 4: English, Mathematics, Science as core subjects and Design and technology, Information and communication technology (ICT), Modern foreign languages, education (PE), Citizenship as foundation subjects. Pupils can choose other subjects to study during Key stage 4. [23]

#### 4.1.2.1 General Certificate of Secondary Education

The compulsory education, at the end of Key stage 4 is ended by taking exams leading to General Certificate of Secondary Education. GCSE exams were introduced in 1988 by the Conservative Party government in order to replace the Certificate of Secondary Education (CSE) and General Certificate of Education (GCE) Ordinary Level (O-Level) examinations. [24]

GCSE exams are taken at the end of Key stage 4 after two years of GCSE courses. Pupils in Year 9 decide which subjects they want to study and for which they want to take the exams. The National Curriculum determines three compulsory core subjects Mathematics, English and Science and requires pupils to choose at least four optional subjects so pupils take GCSEs in at least seven subjects. Pupils might receive one of eight grades A-G, grade A-C forms a Level 2 qualification and grades D-G forms a Level 1 qualification. Pupils aim to gain a Level 2 at least in five subjects in order to be admitted to further education that concludes the complete secondary education. [25]

#### 4.1.2.2 Selective system

Even though, as was mentioned above, secondary educational system is comprehensive, some schools remain selective.

During the second half of twentieth century, the development of secondary education was based on the assumption that three types of intelligence exist – academic, technical and practical intelligence. Thus, according to this assumption, three types of secondary schools were developed: grammar schools, secondary technical schools and secondary modern schools. [26]

Grammar schools were not a new type of school since they had a long tradition in England and their origin can be traced to the medieval era. Grammar schools focused on a highly academic curriculum and they taught intellectual subjects. Grammar schools provided general education and prepared their pupils for higher education. Grammar schools were either wholly state-funded or they received state grants which covered one quarter of places, the rest was funded either by LEAs or fees from private pupils. These partly state-funded grammar schools were known as direct grant grammar schools and between 1944 and 1976, 179 of these schools existed. Direct Grant Grammar Schools (Cessation of Grant) Regulations 1975 required the change of status. They became either LEA-maintained comprehensive schools or independent schools without grant. [27]

Secondary technical schools offered general education in mechanical and scientific subjects that focused mainly in economy, agriculture and technical field. [28]

Secondary modern schools provided training in practical skills that prepared them for less skilled jobs and home management. [29]

This division of schools was also known as a tripartite system, however in reality, only few secondary technical schools were established so the system was mostly a bipartite one. The selection was based on the results of 11+ exams evaluating attained knowledge of English and

Mathematics. If a pupil had great results, he/she was accepted to the grammar school and if was found unsatisfactory for the grammar school, he/she had to go to the local secondary modern school. Secondary modern schools existed mostly in theory, which is proved by a low rate of 2-3% of attending pupils. Pupils did not take 11+ exams but they took a separate set of exams to be admitted there. [30]

The tripartite system was a result of 1944 Butler Education Act that demanded LEAs to provide state-funded education for pupils in sufficient schools. The Act did not really define types of secondary schools, however it led the Ministry of Education to creating such system. Still it was up to LEAs to decide which school to establish. The Act changed the form of secondary education. Before the Act, the access to the education was limited and was mainly a domain of middle class children. [31]

The selective system was highly criticised and was seen as a waste of talented pupils who failed 11+ exams. The main argument was that it was unfair to build a future career and pupil's education on the basis of only one test. The criticism led to formation of comprehensive system. [32]

With the change from selective system to comprehensive system in 1960's and 1970's, schools, mainly grammar schools, had to decide to become either comprehensive school or independent schools, or to close completely. Nevertheless, few LAs still preserve grammar schools as it was during Tripartite System so only 164 state-funded grammar schools remain in England and they are still selective, however they are not allowed to have empty places so they have to lower their standards of 11+ examination results. [33]

#### 4.1.4.3 Academies

Grammar schools are still under the criticism that they are mainly attended by middle class pupils and that they limit the social mobility. It was proven that many children from middle class were privately and

intensively prepared for 11+ exams or they attended private primary schools in order to increase their chances in exams. Thus, children from poorer families were highly disadvantaged and only few performed well in exams to be accepted. [34]

Grammar schools are losing the support of the Conservative party which agrees with the Labour party that grammar school system is unfair. The Labour party establish a new type of schools Academies in order to increase standards in disadvantaged communities. Academies are publicly-funded independent schools that are free of charge. If the sponsors put up £2m, government will pay £25m of start up costs. Academies are established in deprived inner cities and rural to either replace existing failing schools or to become completely new schools. Academies have more freedom than maintained schools in teaching, the Curriculum and how schools are governed, however, they still have to teach core subjects from the Curriculum. 2008 results confirmed that Academies are improving faster than state schools. In 2010, 202 academies were established. [35]

Even though Academies receive increasing political support, grammar schools do not have to be worried. They are hugely popular among middle class parents and also neither the Conservatives nor Lib Dems showed any interest in ceasing their existence. However, they do not support the creation of the new ones. [36]

#### 4.1.3 Parental choice in education

The education Act 1988 introduced parental choice or choice system that *“parents have a right to express a preference for a particular state school, and all schools (except grammar schools) must offer a place to every child who has applied if they have enough places. But where schools are oversubscribed, the school admission authority (the local authority or the school governing body, depending on the type of school) must use oversubscription criteria to determine admissions in accordance*



*with the recently strengthened School Admissions Code.*" [37] Parents can choose a school regardless the boundaries of catchment area and across the country. However, local authorities do not have to agree and school might have policies that give preference to a child whose sibling is already attending the school. [38]

The parental choice was implemented to increase educational standards. The theory was that schools will compete by improving their standards to be chosen. However, parental choice failed the assumption of the Act because parents do not always choose schools according to educational level. [39]

#### 4.2 Non-compulsory secondary education in England

A pupil who completed compulsory secondary education has several options of what to do. The pupil can start working or he/she can continue their education, further education. Further education offers a large scale of specialisation according to which the pupil chooses learning environment. The choices are school sixth form, sixth form college, further education college or a specialist college. It is known as Key stage 5 which lasts two years. This education is characterised by a high level of specialisation as British education is based more on depth of knowledge than on width of knowledge which means pupils choose to study only three subjects for the GCE A-level exams. [40]

The Curriculum divided A-levels into four or six modules according to number of studied subjects. At the end of the first year, two/three modules are assessed by Advanced Subsidiary (AS) exams after which the pupil gains AS-level qualification. In the second year, AS exams are followed by A2 exams in other two/three modules of the same subjects. A successful completion of AS and A2 modules forms complete A-levels that are recognised by many universities as a form of admission. The passing grades for A-levels are A\*, A, B, C, D and E. [41]

Further education schools also offer vocational programmes that pupils might attend. These programmes prepare pupils for their future jobs. It is possible to study both vocational programs and A-levels. Vocational programmes usually last two years and provide pupils with workplace experiences. After completing the programme, pupils receive National Vocational Qualifications that prove pupils' competence for a specific job. [42]

## 5 ORGANISATION OF EDUCATIONAL SYSTEM IN THE CZECH REPUBLIC

### 5.1 Compulsory education in the Czech Republic

Compulsory education begins at the age of 6 years when a child starts to attend a basic school and ends at the age of 15. The enrolment to school is conditioned by a physical and mental maturity of a pupil. If the pupil is not considered adequate to attend, he/she can attend a nursery schools or a preparatory class. Basic schools are divided into two levels – the first stage (ISCED 1) holding the first to fifth grades for pupils from age 6 to 11 years and the second stage (ISCED 2) holding the sixth to ninth grades for pupils from age 11 to 15 years. The Education Act 1998 permits only pupils of the first stage to be homeschooled, and since 2007/2008 year even pupils of the second stage are permitted to home schooling. [43]

Basic schools follow the National Curriculum that dictates following subjects for the first stage - in every year: Czech language and literature, Mathematics and its application, People and their world, Music, Fine art, Physical education, then Foreign language that is compulsory from year 3, Information and communication technology in at least one year, subjects of Cross-cultural themes, the second stage in addition includes History, Citizenship education, Physics, Biology, Chemistry, Geography, Health education, however it excludes People and their world. [44]

Religious education might be taught if at least seven pupils of the school who might be from different years request it. [45]

The subjects in the first stage are taught by generalist teacher, whereas at the second stage there are teacher specialised in one or two particular subjects. [46]

The assessment of pupils in individual subjects takes place continuously during the year and at the end of every semester by written and oral exams in which they reach marks on a scale of 1 (excellent), 2 (very good), 3 (good), 4 (satisfactory) and 5 (fail). If the pupil fails in overall assessment, he/she cannot proceed to the next year and must repeat the current one. The rate of failing pupils is about 1%. However, it is also possible to transfer a skilled pupil to a higher grade. [47]

Pupils do not have to conclude their compulsory education at basic schools, after fifth or seventh grade they can enter a multi-year grammar school where according to statistics about 10% of pupils conclude the compulsory education or conservatoires if they pass entry exams. At the end of compulsory education, pupils do not take any final examination but they are given a final evaluation. [48]

## 5.2 Post-Compulsory General and Vocational Education

Secondary system holds student between 15 and 19 years. Even though, secondary education is not compulsory, about 96.5% of pupils attended it. [49]

After completing compulsory education, a pupil makes a decision about his/her further education. To be admitted to a chosen school, the pupil has to meet the entrance requirements, usually an entrance examination or an aptitude test. [50]

There is a classification of secondary schools: secondary general school, secondary technical school and secondary vocational school. [51]

### 5.2.1 Secondary general school

Secondary general school (*gymnázium*) offers 4-year courses of non-compulsory secondary education or 6 or 8-year courses of compulsory education. Most of secondary general schools are generally oriented, however there are schools with specialisation, e.g. sport training *gymnázia*. Those schools are completed by school-leaving examinations (*Maturitní zkouška*). Since 2007, *gymnázia* have to prepare their own educational programmes following the approved Framework Educational Programme determining basic educational requirements. [52]

Pupils are continuously assessed and they obtain a certificate after each semester and at the end of the school year. Pupils are not assessed in any national testing. In the final year, pupils take a school-leaving examination if they successfully completed it. It is supposed that graduates from *gymnázia* will continue their studies in tertiary education. [53]

### 5.2.2 Technical secondary school

Technical secondary school provides general education alongside professional education. Technical secondary school mainly offers four-years courses, however some schools also offer two year follow up courses for pupils with an apprenticeship certificate. The education is completed by school-leaving examinations. After the completion of the school, pupils are prepared for workplace. [54]

### 5.2.3 Secondary vocational school

Secondary vocational school offers practically and professionally oriented education alongside with general education. Provided courses leading to an apprenticeship certificate lasts two or three years. Pupils spend a week of theoretical education in the school and the following one of practical training at a workplace. [55]

Courses leading to an apprenticeship certificate are completed by a final examination which consists of a written examination, an oral examination and an examination in practical training. If the pupil passes, he/she receives an apprenticeship certificate and a final examination certificate. If the courses are not completed by an apprenticeship certificate, the final examination is composed of practical and theoretical exams in vocational subjects and then pupil receives only a final examination certificate. [56]

#### 5.2.4 Maturitní zkouška

The Education act changed the organisation of Maturitní zkouška so that it consists of common and profile parts. [57]

The common part is centrally standardised examination under the responsibility of the Ministry of Education, Youth and Sports consisting of one compulsory subject and an optionally compulsory one. The compulsory subject is the Czech language and literature. The optional subject is either a foreign language or Mathematics. The examination in the Czech language and literature and in a foreign language is composed of three sub-tests: a didactic test, an essay and an oral examination before an examination board. The examination in Mathematic is composed of a didactic test. [58]

The profile part is under the responsibility of the school and consists of two or three compulsory subjects. The profile part might be held in a form of: developing a graduation thesis and its defence before an examination board, an oral examination before the examination board, a written examination, a practical examination or a combination of two or more previously mentioned forms. [59]

The passing marks are from 1 to 4 and the failing mark is 5.

## 6 ORGANISATION OF EDUCATIONAL SYSTEM FRANCE

### 6.1 Compulsory education in France

Compulsory education in France begins at the age of 6 years when a child usually enters an elementary school (*l'école élémentaire*) of primary education and ends at the age of 16. Pupils might attend either state or private schools. [60]

#### 6.1.1 Primary education in France

State elementary schools providing primary education are divided into two cycles of learning holding five years for pupils from 6 to 11 years of age that are, in order, CP, CE1, CE2, CM1, and CM2. The cycle holding CP and CE1 is called the *cycle apprentissages fondamentaux* and the cycle holding CE2, CM1 and CM2 is called *cycle approfondissements*. [61]

Subjects taught in the first cycle are French, Mathematics, Foreign Language, Art, Music, Discovering the World and Physical Education and the second cycle also adds Literature, History and Geography, Science, Technology. All the subjects are taught by only one teacher. [62]

Since 2008, attendance at school on a Saturday morning has been banned. Most schools leave Wednesday free so pupils attend schools 4 days a week. School day run from 8:30 a.m. to at least 4 p.m. Pupils are taught 24 hours of classes per week. However, the French government introduced a decree that adds a half day of school on Wednesday for elementary pupils starting in September 2013, while reducing school day by 45 minutes. [63]

The process of enrolment is normally carried out through the local authority and then to the school itself. It is expected that children attend school within their geographical area, nevertheless, parents can send their child to a school outside the area if the local authority approves. [64]

Pupils are both continuously and periodically assessed and their parents are informed three times a year about the child's progress via a

report. Pupils repeat a year if it is considered benefiting for them to do so. The most common case of repeating a year occurs in the final year when the school finds a pupil not ready to enter a secondary education school. It is also possible to move the pupil to a higher year. [65]

Pupils receive marks on a 10 points scale or a letter scale. The topic of marks in primary schools is very controversial, as some experts claim that marks discourage pupils and might hurt them emotionally so they want to abolish the marking system, whereas other experts see marks as a way of improving an educational progress of a child. [66]

At the end of CE1 and CM2, pupils are evaluated. The evaluation of CE1 pupils measures skills in French, Mathematics and social and civil skills and the evaluation of CM2 pupils finds out if seven following competences were mastered: mastery of the French language, the practice of a foreign language, the main elements of mathematics and a scientific and technological education, a control of a common information technology and communication, humanistic education, social and civic competences, autonomy and initiative. The results of the tests show if a professional help is needed. At the age of 11, pupils conclude their primary education and they move up to secondary education. [67]

### 6.1.2 Secondary education in France

Secondary education in France begins at 11 years when a pupil enters the first level of secondary education and end when the pupil is 18 years old, however, compulsory education ends at 16. Secondary education is divided into two levels. The first level is educated at *collèges* and the second level is at *lycées*. [68]

#### 6.1.2.1 Collège

France uses comprehensive system for the first level so pupils do not take any entry examinations. *Collège* holds four years from the age 11 to 15 in the following order: *sixième* representing adaptation level,

*cinquième* and *quatrième* representing central level and *troisième* representing orientation level. [69]

National Curriculum devised by the French Ministry of National Education dictates regulations by which collèges abide. Curriculum enables collèges and teachers to make few amends. They are able to choose corresponding textbooks. Curriculum put emphasis on French and Mathematics. Subjects taught in *sixième* are French language and literature, History and Geography, first foreign language, Arts and Craft, Musical education, Civics, Mathematics, Biology and Geology, Technology and Physical education. In *cinquième*, Physics and Chemistry is added, Latin is offered as an optional course and in *quatrième*, second foreign language or a French regional language is also added. In *troisième*, Ancient Greek and Professional discovery is offered. Each subject is taught by a different teacher. Since 2005, all pupils from *troisième* have to spend one week in workplace to accomplish a sequence of observation. [70]

Even in collèges, pupils might repeat or skip a year or normally progress to another one according to the pupil's skills, participation and behaviour. [71]

At the end of the *troisième*, pupils take the examination leading to *le diplôme national du Brevet*, however passing it does not guarantee a successful entrance to a lycée, as it is not required for the admission. The examination consists of a written test in French, Mathematics, History-Geography and an oral exam in History of arts. The Brevet is considered a final examination of compulsory education. [72]

At the end of the *troisième*, a pupil's family expresses their opinion and wish about the educational continuation of the pupil. Nevertheless, it is the *conseil de class* or the director of the collège that makes a final decision. If the *conseil de class* disagrees with the pupil's choice, the director will make a decision after the interview with the pupil's family. The *conseil de class* might suggest repeating of the year which in 2009



amounted to 3% of pupils. After receiving the decision about the lycée, the pupil must register in the allocated lycée. [73]

#### 6.1.2.2 Lycée

The lycée provides the second level of secondary education that holds one year of compulsory education according to a compulsory age period. There are two types of lycées depending on their purposes, for a higher education there is a general and technological lycée and for direct employment purpose there is a vocational or professional lycée. [74]

Pupils might also attend apprenticeship centers that are not a part of the lycée, nevertheless, they are part of secondary education. [75]

General and technological lycées consist of three years that are divided into two levels. The first level is called the determination level holding a year called *seconde*, the second level is a final level holding two years *première* and *terminale*. [76]

In the first year of the lycée, *seconde*, pupils are offered a broad general education before making a decision on a greater specialisation. Pupils then choose in which stream they would like to be put, either a general or a technological stream. However, pupils may not be admitted to a chosen stream as the admission is conditioned by pupil's performance. Moreover, the pupil might be asked to repeat the first year or even to transfer to a professional lycée. [77]

Curriculum choses following subjects for the first year: French, Mathematics, Modern languages, History and Geography, Physics and Chemistry, Science, Civics, Physical education, Individual study, Specialist subjects, in addition, the study of information technology is included. Specialist subjects consist of two subjects chosen from a prescribed list from which one subject must be oriented on an economy field and the second one can be chosen from a scientific and technological field, an artistic field or a literary and linguistic field. The chosen subject does not limit a pupil's future choice of specialisation. In

the future streams, pupils still must take French, two foreign languages, History and Geography, and Mathematics. [78]

At the end of *terminale*, pupils take an examination on a national basis that is called Baccalauréat (*BAC*) that is required for admittance to the university. [79]

### General lycée

Pupils who decide on a general stream select from three of main specialist areas: Economics and Social Sciences, Literature/Languages, Sciences. The most chosen area is Sciences with 33% of pupils, 19% of pupils select Economics and Social Sciences and 11% of pupils select Literature/Languages. General lycée prepare its pupils for long-term post secondary studies. [80]

### Technological lycée

Pupils might select from eight technical streams: Management Sciences and Technologies (*STG*), Design and Art Science and Technologies (*STD2A*), Industrial and Sustainable Development Science and Technologies (*STI2D*) Laboratory Science and Technologies (*STL*), Sciences and Technologies in Health and Social (*ST2S*), Agriculture and Life Science and Technologies (*STAV*), Music and Dance Techniques (*TMD*), Hotel and restaurants management. [81]

### Professional lycée

The Professional lycée is designated especially for pupils who do not plan on pursuing a higher education and who are more interested in a hands-on educational approach than in traditional academic schooling and learning. Pupils are vocationally trained in craftsmanship and through internships in companies. After two year, pupils obtain *certificat d'aptitude professionnelle* (CAP) and baccalauréat professionnel after

three years. Pupils attending the Professional lycée for two years spend from 12 to 16 weeks work experience outside the lycée. [82]

The government, in order to reduce the number of young unemployed people, is focused on improving the status of professional lycées and increasing the number of apprentices. The government seems to be successful as the number of pupils attending professional lycées and apprentices is increasing. Pupils found the lycée and apprenticeship appealing because of the possibility to run their own business. [83]

#### 6.1.2.3 BAC

According to a chosen studied stream, pupils take their BAC in the subjects corresponding to the stream. Each subject carries a weight that may differ from stream to stream and makes some subjects more important. The weight of the subject influences the final grade. Exams are usually in an essay form where pupils give their explanations or arguments and few subjects are assessed orally. *BAC* in French grammar is taken at the end of *première*. To pass *BAC*, the pupil has to obtain a mark 10/20, and if the pupil obtains at least 8/20, he/she is offered the opportunity to undertake a further oral exam in two subjects of his/her choice to pass BAC. [84]

Pupils who do not pass the required mark might be given *Certificat de fin d'études secondaires (CFES)*, a secondary school leaving certificate, that confirms a complete secondary education. [85]

#### 6.1.3 School choice

French parents cannot freely choose the state school for their children. The school is allocated to them by the *carte scolaire* according to their place of residence. The *carte scolaire* is criticized by many parents as they do not want their children to mix with pupils from poorer areas or with immigrants. Parents might avoid allocated schools by

choosing private schooling or by having the child select an unusual subject available only in a better school. [86]

## 7 COMPAIRISON

When all three educational systems are compared, it is apparent they have differences as well as similarities. All three systems have compulsory period. Even though, England has the longest period stretching eleven years it will make it longer. The shortest period of nine years is in the Czech Republic. All three systems offer education at state and private schools. If a pupil chooses a state school, he/she is guaranteed a free education. However, pupils might be homeschooled if that provided education reaches a satisfactory level.

Contrary to French state schools that are secular and do not provide any religious education at state schools, English schools have religious character, even some secular schools and it is required to offer religious education to pupils. Czech state schools offer religious education only if at least seven pupils request it.

Governments, in order to centralise education, create National Curriculums that define aims, teaching subjects and contents of subjects. State schools are obliged to follow Curriculums. English National Curriculum determined compulsory core subjects taught at schools. Although French and Czech Curriculum do not determine core subjects, they specified number of hours for each subject, making it more important.

Primary education, or at least 1<sup>st</sup> stage of primary education in the Czech Republic, is similar in all three countries. Subjects are taught by one teacher. It is not uncommon to repeat or skip a year in France and the Czech Republic, however in England it is very rare. Pupils are given a report, a certificate in the Czech Republic, to show their results. In France and England there is national testing. Primary education ends in both France and England at the age 11 when pupils move to secondary

education. Czech pupils usually stay at the school providing primary education but some pupils move to 8-year secondary general school.

Most of English pupils continue in comprehensive schools of their choice or they try to get in grammar school by taking an entrance exam 11+. French pupils continue in collèges which are in their catchment area. Compulsory education in England is concluded by taking GSCE exams at the age 16, in France, a DNB taken at the age 15 is considered a completing of compulsory education, however, they have to continue for at least one year as the compulsory education legally ends at the age of 16. Czech pupils do not take any special exam to complete their compulsory education but they are given a certificate showing their marks.

Czech pupils freely choose which second post-compulsory schools they would like to enter. They have to meet requirement, usually an entrance exam. At this point of time they probably know what future job they want and they start being trained in it. French pupils continue to lycées of their partial choice. They cannot choose where they want to study and sometimes they are not allowed to study their chosen stream. Pupils in England might continue at the school and finish a complete secondary education. Secondary education is complete in all three countries by an examination. In England, it is A-levels of freely chosen subjects, in France, it is baccalauréat of subjects consisting in a studied stream and in the Czech Republic, it is Maturitní zkouška in two compulsory subjects designated by state and two obligatory subjects of pupils's choice.

OECD published the findings that from three countries it is the Czech Republic that has most pupils who completed the upper-secondary education, the rate was about 95%. The Czech Republic is also leading in an enrolment rate of 15-19 years old which amounts to 90%, in contrary to British of 85%.

## 8 GLOSSARY

## General terms

English	French	Czech
Class size	Taille de la classe	Velikost třídy
<i>the average number of pupils per class</i>		
Combined school and work - Programmes	Programmes	Kombinované
based programmes	combinés emploi-études	školní a pracovní studium
<i>instruction is shared between school and workplace e.g. apprenticeship in France and youth training in England</i>		
Comprehensive school	Établissement	Jednotná střední
	secondaire général	škola
<i>a secondary school without any entry exam</i>		
Compulsory core curriculum	Partie obligatoire du	Hlavní povinné
	programme de base	kurikulum
<i>the minimum time specified to core subjects within the compulsory curriculum</i>		
Compulsory curriculum	Programme	Povinné kurikulum
	obligatoire	
<i>refers to the amount and allocation of instruction time that has to be provided in every school and must be attended by all students</i>		
Compulsory education	Scolarité obligatoire	Povinná školní
		docházka
<i>education that must be provided to all pupils</i>		
Compulsory flexible	Matière à l'option	Přizpůsobivé

curriculum	obligatoire	Povinné kurikulum
------------	-------------	-------------------

*a part of compulsory education that can be chosen by schools or pupils, schools have a flexibility to offer different subjects or a longer class of a core subject*

Constructivist beliefs about teaching	Principes pédagogiques constructivist	Konstruktivní pedagogický postup
---------------------------------------	---------------------------------------	----------------------------------

*a belief a pupil should play an active role, and the main goal is focused on development of thinking and reasoning process*

Continuing education and training	Formation continue	Další vzdělávání
-----------------------------------	--------------------	------------------

*job-related education and training for adults financed mostly by employers*

Direct transmission beliefs about teaching	Principes pédagogiques de transmission directe	Instruktivní/řízený pedagogický postup
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*a belief a teacher presents knowledge to pupils in a clear and structured way*

Dropout rate	Taux d'abandon des études	Míra předčasného ukončení studia
--------------	---------------------------	----------------------------------

Duration of programme	Durée des programmes	Délka studia
-----------------------	----------------------	--------------

*number of years in which a pupil completes a chosen education programme*

Educational attainment	Niveau de formation	Nejvyšší dosažená úroveň vzdělání
------------------------	---------------------	-----------------------------------

*a highest completed level of education*

Educational institution	Établissement d'enseignement	Školská instituce
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*an entity providing educational services*

Ending age	Âge en fin de cycle scolaire	Věk koncového studia
------------	---------------------------------	-------------------------

*the age reached at the beginning of the last school year of the  
corresponding level*

Enrolment rate	Taux de scolarisation	Míra zapsaných studentů
----------------	--------------------------	----------------------------

Entry rates	Taux d'accès	Míra studentů vysokoškolského studia
-------------	--------------	--

*a rate representing number of people entering the tertiary level of  
education*

Expenditure on educational core services	Dépenses au titre des services éducatifs	Výdaje na hlavní vzdělávací služby
---	--	---------------------------------------

*all expenses covering teachers, school building, teaching materials,  
administration of schools etc.*

Feedback	Commentaires	Ohodnocení učitele
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*a report about teacher's work*

Field of education	Domaine d'études	Vědní obor
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*the subject matter taught in an education programme*



Financial aid to students	Aides financières aux élèves et étudiants	Finanční výpomoc pro studenty
---------------------------	---	----------------------------------

*either scholarships and grants given by the government, or student loans*

Formal education	Education formelle	Formální vzdělání
------------------	--------------------	-------------------

*education provided by educational institutions which consists of full-time education ending at the age 25 or more*

Full-time student	Élève/étudiant à temps plein	Student řádného denního studia
-------------------	---------------------------------	-----------------------------------

*students attending primary and secondary education for at least 75 per cent of the school day or week*

General programmes	Enseignement général	Všeobecné vzdělání
--------------------	-------------------------	-----------------------

*they do not prepare pupils for a specialisation or professional and technical programmes*

Grammar school	Établissement secondaire général	Gymnázium
----------------	-------------------------------------	-----------

*a secondary school with an entry exam 11+, pupils were admitted if they passed it*

Graduates	Diplômé	Maturanti
-----------	---------	-----------

*Pupils who complete the final year of educational level in which they were enrolled*

Independent school	Établissement privé	Soukromá škola
--------------------	---------------------	----------------

*a private school, British English also uses a term public school, usually*

*with high fees*

Informal education <i>non organised education</i>	Education informelle	Samovzdělání
--	----------------------	--------------

International Standard Classification of Education (ISCED)	Classification internationale type de l'éducation (CITE)	Mezinárodní norma pro klasifikaci vzdělávání
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*term defines levels and fields of education*

Non-compulsory curriculum	Partie non obligatoire du programme	Nepovinné kurikulum
---------------------------	---	------------------------

*the average time students devote to non-compulsory subjects*

Non-formal education	Education non formelle	Neformální vzdělání
----------------------	---------------------------	------------------------

*organised and sustained educational activities that do not have to be  
provided by educational institution*

Part-time student	Élève/étudiant à temps partiel	Student dálkového studia
-------------------	-----------------------------------	-----------------------------

*students attending primary and secondary educational programmes  
less than 75 per cent of the school day or week*

Pre-primary education (ISCED 0)	Enseignement pré- primaire (CITE 0)	Předškolní výuka
------------------------------------	--	------------------

*education that introduces children to a school type environment*

Pre-vocational programmes	Enseignement pré- professionnel	Předprofesní programy
---------------------------	------------------------------------	--------------------------

*prepare student for admission to further vocational or technical programmes*

Primary education (ISCED 1)	Enseignement primaire (CITE 1)	Primární vzdělání
-----------------------------	--------------------------------	-------------------

*education that begins at ages five or six and ends at the age eleven*

Private institution	Établissement privé	Soukromé školské instituce
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*is controlled by a non-governmental organisation e.g.a Church, Trade Union*

School-based programmes	Programmes dispensés dans les établissements d'enseignement	Školské vzdělání
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*instruction is provided by educational institutions*

Secondary education (ISCED 2-3)	Enseignement secondaire (CITE 2-3)	Druhý stupeň primárního vzdělání a sekundární vzdělání
---------------------------------	------------------------------------	--

*begins at the age eleven and ends at the age 18*

Secondary modern school	Établissement secondaire nouveau	Střední moderní škola
-------------------------	----------------------------------	-----------------------

*a secondary school for pupils who failed 11+ exam*

Secondary technical school	Établissement secondaire technique	Střední technická škola
----------------------------	--	----------------------------

*a secondary school for pupils interested in technical streams*

Starting age	Age en début de cycle scolaire	Začínající věk studenta
--------------	-----------------------------------	----------------------------

*the age at the beginning of the first school year of the corresponding level*

Student	Élève/étudiant	Student/žák
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*an individual attending educational institution*

#### Terms from French

	French	English	Czech
	Enseignement primaire	Primary education	Primární vzdělávání
	École primaire	Primary school	1. stupeň základní školy
	<i>consists of nursery school and elementary school</i>		
	École élémentaire	Elementary school	1. stupeň základní školy
	<i>holds only years from CP to CM2</i>		
CP	Cours préparatoire	Year 1 and 2	1. třída
	<i>class for pupils from 6 to 7 years of age</i>		
CE1	Cours élémentaire	Year 3	2. třída
	1		
	<i>class for pupils from 7 to 8 years of age</i>		

CE2	Cours élémentaire 2	Year 4	3. třída
	<i>class for pupils from 8 to 9 years of age</i>		
CM1	Cours moyen 1	Year 5	4. třída
	<i>class for pupils from 9 to 10 years of age</i>		
CM2	Cours moyen 2	Year 6	5. třída
	<i>class for pupils from 10 to 11 years of age</i>		
	cycle apprendissages fondamentaux	Key stage 1	Nižší první stupeň základní školy
	<i>level of elementary school consisting of CP and CE1</i>		
	cycle approfondissements	Key stage 2	Vyšší stupeň základní školy
	<i>level of elementary school consisting of CE2, CM1 and CM2</i>		
Carte scolaire	School map	Školní mapa	
	<i>determines an allocated school according the place of residence</i>		
Collège	High school	2. stupeň základní školy	
	<i>a school for pupils between 11 and 15 years of age</i>		
collégien	pupil	žák	
	<i>a male pupil attending collège</i>		
collégienne	pupil	žákyně	
	<i>a female pupil attending collège</i>		
Sixième	Year 7	6. třída	

*class for pupils from 11 to 12 years of age at the collège*

Cinquième                      Year 8                      7. třída

*class for pupils from 12 to 13 years of age at the collège*

Quatrième                      Year 9                      8. třída

*class for pupils from 13 to 14 years of age at the collège*

Troisième                      Year 10                      9. třída

*class for pupils from 14 to 15 years of age at the collège*

Lycée général	General lycée	Všeobecné gymnasium
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Lycée technologique	Technological lycée	Sřední technická škola
------------------------	------------------------	------------------------------

Lycée professionnel	Professional lycée	Střední odborné učiliště
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	Séries technologique	Technological streams	Technické obory
STG	sciences et technologies de la gestion	Management Sciences and Technologies	Management
STT	sciences et technologies tertiaires	Service Sciences and Technologies	Obchodní zaměření

*STT was replaced by STG in 2007*

STI	sciences et technologies industrielles	Industrial Science and Technologies	Průmyslové zaměření
<i>STI was devided into STD2Aand STI2D in2011</i>			
STD2A	sciences et technologies du design et des arts appliqués	Design and Art Science and Technologies	Výtvarné zaměření
STI2D	sciences et technologies de l'industrie et du développement durable	Industrial and Sustainable Development Science and Technologies	Průmyslové zaměření
STL	sciences et technologies de laboratoire	Laboratory Science and Technologies	Labaratorní zaměření
SMS	sciences médico-sociales	Health and Social Sciences	Zdravotní a sociální služby
<i>SMS was replaced by ST2S in 2007</i>			
STPA	sciences et technologies du produit agroalimentaire	Food Science and Technologies	Potravinové zaměření
STAE	sciences et technologies de l'agronomie et de l'environnement	Agronomy and Environment Science and Technologies	Agronomické a enviromentální zaměření

TMD	techniques de la musique et de la danse	Music and Dance Techniques	Hudební a taneční zaměření
	hôtellerie	Hotel and restaurants management	Hotelnictví
ST2S	Sciences et technologies de la santé et du social	Sciences and Technologies in Health and Social	Zdravotní a sociální zaměření
STAV	les sciences et technologies de l'agronomie et du vivant	Agriculture and Life Science and Technologies	Zemědělské zaměření
CAP	certificat d'aptitude professionnelle <i>a diploma recieved after two years at the professional lycée</i>	Vocational qualification	Výuční list
CFES	Certificat de fin d'études secondaires <i>a certificate confirming a completion of secondary education</i>	a secondary school leaving certificate	Závěrečné vysvědčení ze střední školy



## 9 CONCLUSION

The thesis showed that each educational system is somehow specific. British educational system focuses on children before the compulsory education at the very young age. Even other two systems see pre-school education as very important as it is there where a child starts to develop and facilitates the transition to primary schools. All systems ensure free education to all pupils. Czech children stay the longest at primary education schools while English and French move to secondary education. British and French secondary education school are comprehensive which mean that pupils do not take any entrance exams. However, pupils in England want to get into better schools that are still mostly selective and unfortunately their chance is small.

As English education lacked technical education, the Government started to integrate vocational programmes to compulsory education so pupils have a chance to try a job in a company. Even French pupils can meet a workplace before completing a compulsory education. Czech pupils are trained in vocational programmes after completing a compulsory education. However, some English companies do not recognise the qualifications.

Complete secondary education is completed by school leaving exams that differ in each country. Main difference is a number of subjects and the form of exams. School leaving exams are divided into more years in England and France while in the Czech Republic, the school leaving exam is taken in the final year. Also time of preparation for the exams is different, in the Czech Republic, it is four years, in England two years and in France three years. The school leaving exam is a requirement for admission to tertiary education.

## 10 ENDNOTES

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## 12 ABSTRACT

The theme of the bachelor thesis is Czech, British and French educational systems – comparative study with a commentary and glossary on educational terminology. The thesis is divided into nine chapters including introduction and conclusion. The second chapter introduces the principles of educational systems. The third chapter compares pre-schools. Next three chapters describe organisation of education in England, the Czech Republic and France. The seventh chapter compares differences and similarities. The eighth chapter is glossary with commentary.

## 13 RESUMÉ

Mé téma bakalářské práce se nazývá Vzdělávací systémy ČR, Anglie Francie – komparativní studie s komentářem a glosářem zaměřeným na školskou terminologii. Práce je rozdělená do devíti kapitol včetně úvodu a závěru. Druhá kapitola krátce představuje, na jakých principech vzdělávací systémy stojí. Třetí kapitola porovnává předškolní vzdělávání. Následující tři kapitoly popisují jednotlivé organizace vzdělávacích systémů. Sedmá kapitola porovnává jejich podobnosti a rozdíly a osmá kapitola je věnována glosáři s komentářem.